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ABSTRACT

This module, one in a series of performance-based teacher education learning packages, focuses on a specific skill that vocational educators need to be successful in the area of instructional execution. The purpose of the module is to help teachers identify the elements of a good lesson introduction and gain the skills needed to present an interesting introduction that will stimulate student interest in the lesson that is to follow. Introductory material provides terminal and enabling objectives, prerequisites, a list of resources, and general information. The main portion of the module includes three learning experiences based on the enabling objectives. Each learning experience presents activities with information sheets, case studies, checklists, learning activities, and/or self-checks and self-check answers. Optional activities are provided. Completion of these three learning experiences should lead to achievement of the terminal objective through the fourth and final learning experience, which provides for a teacher performance assessment by a resource person. An assessment form is included. (YLB)

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ED232059

MODULE
C-10

Introduce a Lesson

Second Edition

Module C-10 of Category C—Instructional Execution
PROFESSIONAL TEACHER EDUCATION MODULE SERIES

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The Ohio State University

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FOREWORD

This module is one of a series of 127 performance-based teacher education (PBTE) learning packages focusing upon specific professional competencies of vocational teachers. The competencies upon which these modules are based were identified and verified through research as being important to successful vocational teaching at both the secondary and postsecondary levels of instruction. The modules are suitable for the preparation of teachers and other occupational trainers in all occupational areas.

Each module provides learning experiences that integrate theory and application; each culminates with criterion-referenced assessment of the teacher's (instructor's, trainer's) performance of the specified competency. The materials are designed for use by teachers-in-training working individually or in groups under the direction and with the assistance of teacher educators or others acting as resource persons. Resource persons should be skilled in the teacher competencies being developed and should be thoroughly oriented to PBTE concepts and procedures before using these materials.

The design of the materials provides considerable flexibility for planning and conducting performance-based training programs for preservice and inservice teachers, as well as business-industry-labor trainers, to meet a wide variety of individual needs and interests. The materials are intended for use by universities and colleges, state departments of education, postsecondary institutions, local education agencies, and others responsible for the professional development of vocational teachers and other occupational trainers.

The PBTE curriculum packages in Categories A – J are products of a sustained research and development effort by the National Center's Program for Professional Development for Vocational Education. Many individuals, institutions, and agencies participated with the National Center and have made contributions to the systematic development, testing, revision, and refinement of these very significant training materials. Calvin J. Cotrell directed the vocational teacher competency research study upon which these modules are based and also directed the curriculum development effort from 1971 – 1972. Curtis R. Finch provided leadership for the program from 1972 – 1974. Over 40 teacher educators provided input in development of initial versions of the modules; over 2,000 teachers and 300 resource persons in 20 universities, colleges, and postsecondary institutions used the materials and provided feedback to the National Center for revisions and refinement.

Early versions of the materials were developed by the National Center in cooperation with the vocational teacher education faculties at Oregon State University and at the University of Missouri – Columbia. Preliminary testing of the materials was conducted at Oregon State University, Temple University, and the University of Missouri – Columbia.

Following preliminary testing, major revision of all materials was performed by National Center staff, with the assistance of numerous consultants and visiting scholars from throughout the country.

Advanced testing of the materials was carried out with assistance of the vocational teacher educators and students of Central Washington State College; Colorado State University; Ferris State College, Michigan; Florida State University; Holland College, P.E.I., Canada; Oklahoma State University; Rutgers University, New Jersey; State University College at Buffalo, New York; Temple University, Pennsylvania; University of Arizona; University of Michigan–Flint; University of Minnesota–Twin Cities; University of Nebraska–Lincoln; University of Northern Colorado; University of Pittsburgh, Pennsylvania; University of Tennessee; University of Vermont; and Utah State University.

The first published edition of the modules found widespread use nationwide and in many other countries of the world. User feedback from such extensive use, as well as the passage of time, called for the updating of the content, resources, and illustrations of the original materials. Furthermore, three new categories (K–M) have been added to the series, covering the areas of serving students with special/exceptional needs, improving students' basic and personal skills, and implementing competency-based education. This addition required the articulation of content among the original modules and those of the new categories.

Recognition is extended to the following individuals for their roles in the revision of the original materials: Lois G. Harrington, Catherine C. King-Fitch and Michael E. Wonacott, Program Associates, for revision of content and resources; Cheryl M. Lowry, Research Specialist, for illustration specifications; and Barbara Shea for art work. Special recognition is extended to George W. Smith Jr. , Art Director at AAVIM, for supervision of the module production process.

Robert E. Taylor
Executive Director
The National Center for Research in Vocational Education

THE NATIONAL CENTER FOR RESEARCH IN VOCATIONAL EDUCATION
THE OHIO STATE UNIVERSITY
1960 KENNY ROAD · COLUMBUS, OHIO 43210

The National Center for Research in Vocational Education's mission is to increase the ability of diverse agencies, institutions, and organizations to solve educational problems relating to individual career planning, preparation, and progression. The National Center fulfills its mission by:

- Generating knowledge through research.
- Developing educational programs and products.
- Evaluating individual program needs and outcomes.
- Providing information for national planning and policy.
- Installing educational programs and products.
- Operating information systems and services.
- Conducting leadership development and training programs.

AA VIM
AMERICAN ASSOCIATION FOR VOCATIONAL INSTRUCTIONAL MATERIALS
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The American Association for Vocational Instructional Materials (AAVIM) is a nonprofit national institute.

The institute is a cooperative effort of universities, colleges and divisions of vocational and technical education in the United States and Canada to provide for excellence in instructional materials.

Direction is given by a representative from each of the states, provinces and territories. AAVIM also works closely with teacher organizations, government agencies and industry.

INTRODUCTION

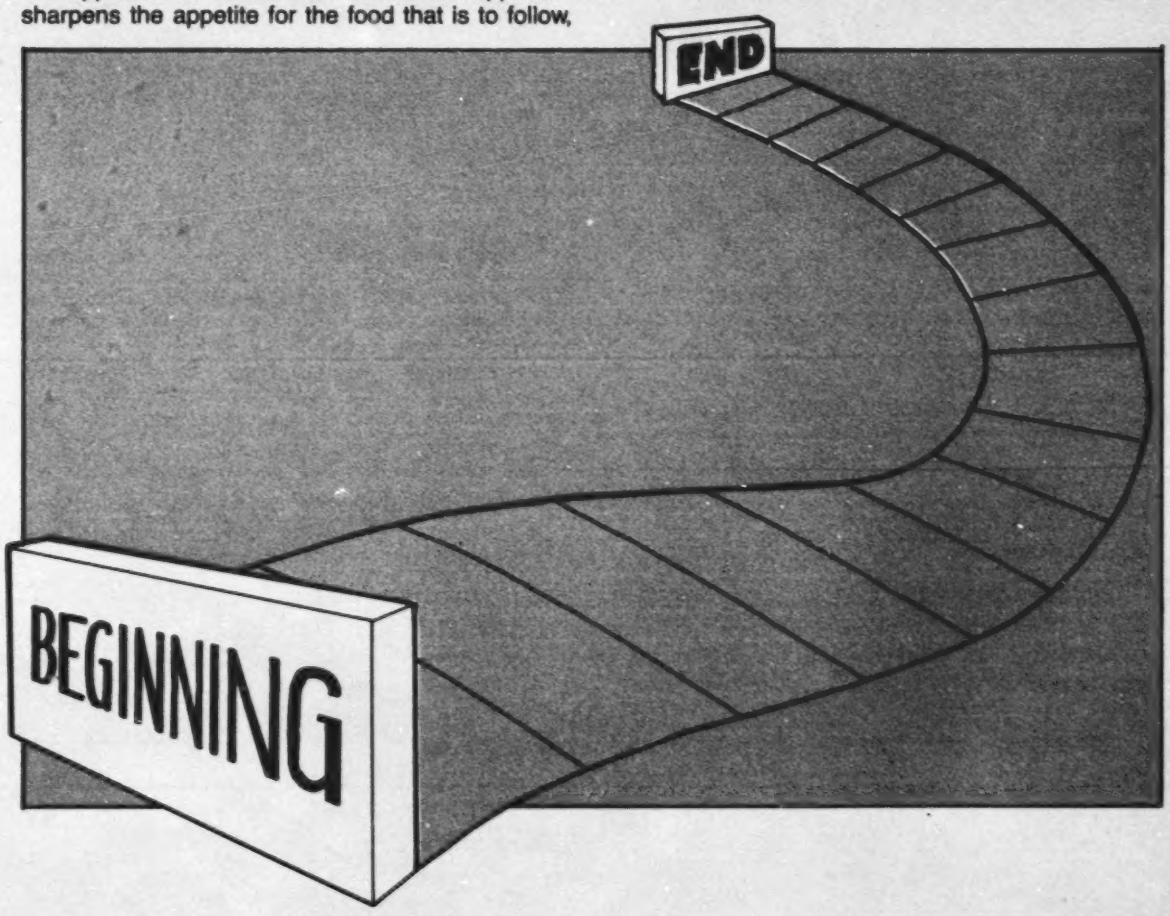
Every lesson, whether long or short, must have a beginning and an end. Too often teachers devote all their time to choosing and arranging the content of a lesson and do not plan how to begin and end it effectively.

Of course, the development of the content of the lesson deserves the major share of your preparation time. It must be worked out before you can sensibly plan how to introduce the lesson. However, leaving the introduction to the inspiration of the moment can have uninspiring results.

An introduction to a lesson can be compared with the appetizer for a dinner. Just as an appetizer sharpens the appetite for the food that is to follow, an introduction should stimulate a desire in the students to learn what is to come.

This module is designed to help you identify the elements of a good lesson introduction and gain the skills you need to present an interesting introduction that will stimulate student interest in the lesson that is to follow.

NOTE: Another module in this series, Module C-11, deals with summarizing a lesson. You may wish to complete these two modules concurrently and to be evaluated on both skills—introducing and summarizing a lesson—in Learning Experiences III and IV.



ABOUT THIS MODULE

Objectives

Terminal Objective: In an actual teaching situation, introduce a lesson. Your performance will be assessed by your resource person, using the Teacher Performance Assessment Form, p. 39 (*Learning Experience IV*).

Enabling Objectives:

1. After completing the required reading, demonstrate knowledge of the elements of an effective lesson introduction (*Learning Experience I*).
2. Given two case scripts of teachers introducing lessons, rate the performance of those teachers (*Learning Experience II*).
3. In a simulated classroom or laboratory situation, introduce a lesson (*Learning Experience III*).

Prerequisites

To complete this module, you must have competency in developing a lesson plan. If you do not already have this competency, meet with your resource person to determine what method you will use to gain this skill. One option is to complete the information and practice activities in the following module:

- *Develop a Lesson Plan*, Module B–4

Resources

A list of the outside resources that supplement those contained within the module follows. Check with your resource person (1) to determine the availability and the location of these resources, (2) to locate additional references in your occupational specialty, and (3) to get assistance in setting up activities with peers or observations of skilled teachers, if necessary. Your resource person may also be contacted if you have any difficulty with directions or in assessing your progress at any time.

Learning Experience I

No outside resources

Learning Experience II

Optional

A teacher experienced in introducing lessons whose performance you can observe.

A locally produced videotape of a teacher introducing a lesson that you can view for the purpose of critiquing that teacher's performance.

Videotape equipment to use in viewing a videotaped lesson introduction.

Learning Experience III

Required

2–5 peers to role-play students to whom you are introducing a lesson, and to critique your performance in introducing a lesson. If peers are unavailable, you may present your lesson introduction to your *resource person*.

Optional

A resource person to evaluate your competency in developing a lesson plan.

Videotape equipment to use in taping, viewing, and self-evaluating your presentation.

Learning Experience IV

Required

An actual teaching situation in which you can introduce a lesson.

A resource person to assess your competency in introducing a lesson.

General Information

For information about the general organization of each performance-based teacher education (PBTE) module, general procedures for its use, and terminology that is common to all the modules, see About Using the National Center's PBTE Modules on the inside back cover. For more in-depth information on how to use the modules in teacher/trainer education programs, you may wish to refer to three related documents:

The *Student Guide to Using Performance-Based Teacher Education Materials* is designed to help orient preservice and inservice teachers and occupational trainers to PBTE in general and to the PBTE materials.

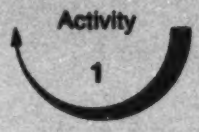
The *Resource Person Guide to Using Performance-Based Teacher Education Materials* can help prospective resource persons to guide and assist preservice and inservice teachers and occupational trainers in the development of professional teaching competencies through use of the PBTE modules. It also includes lists of all the module competencies, as well as a listing of the supplementary resources and the addresses where they can be obtained.

The *Guide to the Implementation of Performance-Based Teacher Education* is designed to help those who administer the PBTE program. It contains answers to implementation questions, possible solutions to problems, and alternative courses of action.

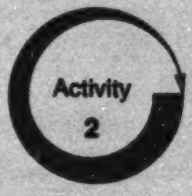
Learning Experience I

OVERVIEW

After completing the required reading, demonstrate knowledge of the elements of an effective lesson introduction.



You will be reading the information sheet, Introducing a Lesson, pp. 6–8.



You will be demonstrating knowledge of the elements of an effective lesson introduction by completing the Self-Check, pp. 9–10.

You will be evaluating your competency by comparing your completed Self-Check with the Model Answers, p. 11.

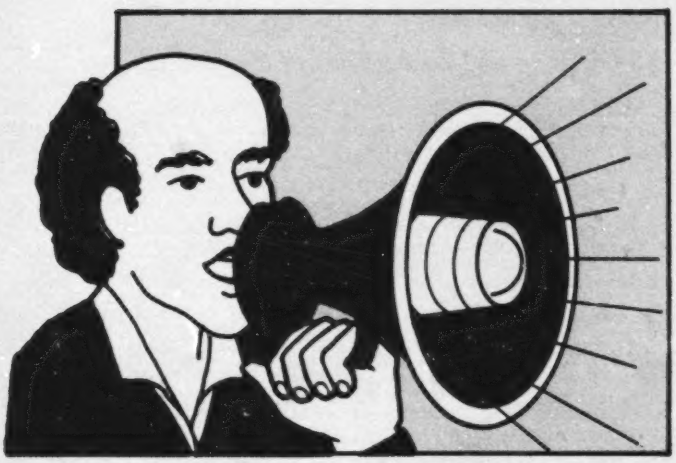
Activity 1

Developing good lesson introductions is perhaps just as much a creative art as a teaching skill, but all teachers can learn the basic techniques. If you want your students to sit up and take notice of your lessons, read the following information sheet for information regarding the purposes and elements of effective lesson introductions.

INTRODUCING A LESSON

A well-planned lesson introduction orients students to the objectives of the lesson. In other words, it explains (1) what the objectives of the lesson are, (2) how the lesson relates to the students, (3) how it relates to their past classroom activities, and (4) what will be expected of them during and after the lesson.

As every experienced instructor knows, however, students entering a classroom are often more inclined to discuss today's sports headlines than they are to be oriented to the lesson for the day. Your lesson introduction, then, should include methods or devices for gaining the attention of your students and for motivating them sufficiently to hold their attention.



There are several approaches you can use in your introduction in order to stimulate and hold your students' interest in the day's lesson. Assume that you are teaching a unit on safety. One approach that you might use to introduce this topic is to **tell a related story or incident.** For example, a home economics teacher could relate an incident in which a student was burned when a pot of boiling water was accidentally knocked off a stove.

You might also choose to **present background material or information.** For example, you could give a brief history of the development of the state safety rules that apply to school laboratories.

Another approach would be to **ask a provocative or rhetorical question.** For example, you could ask your students if any of them can guess how many students are seriously injured each year in laboratory accidents.

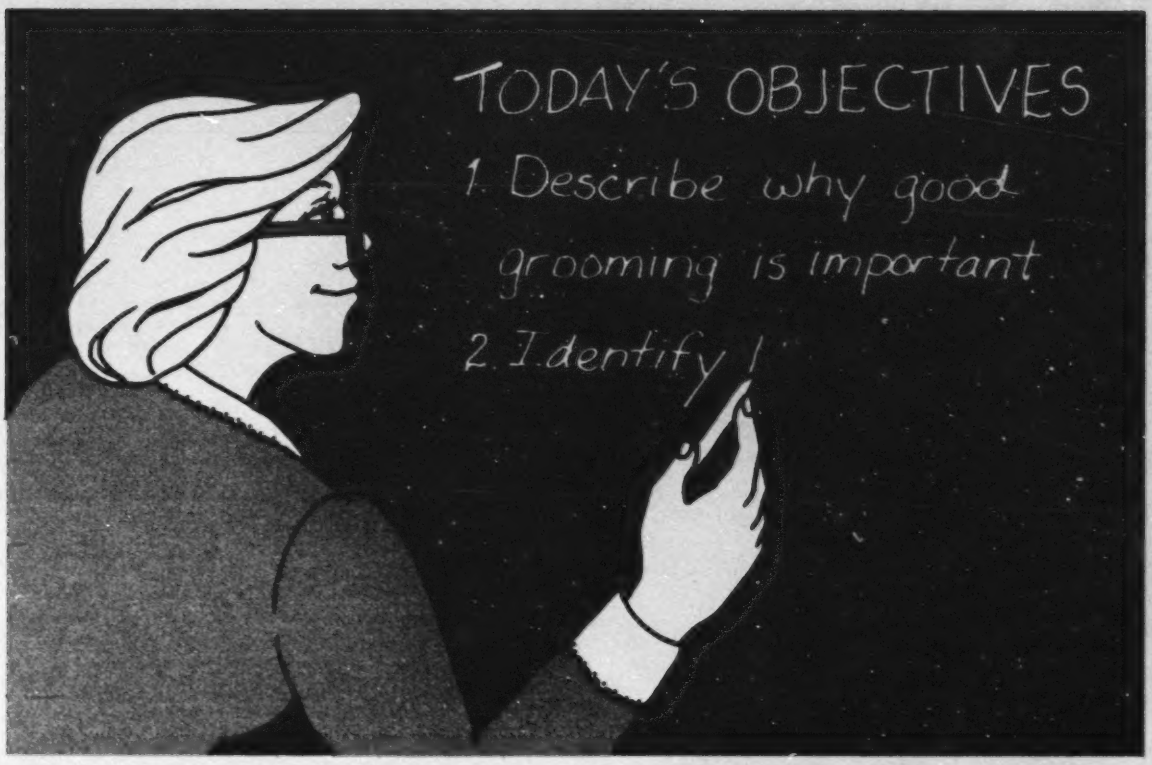
You might also choose to **make a startling or shocking statement.** For example, a carpentry instructor could hold up a picture of a person missing a finger on one hand and indicate that, before he/she got careless with a power saw, he/she had ten fingers.

The method you choose to use in a particular situation needs to be related to the objectives of the lesson. It should not be simply a "trick" or obvious attempt to gain attention. If you make a startling remark such as, "It's almost time for you people to take over the government," you might well gain your students' attention. However, that statement is inappropriate and confusing if the lesson's objective is "develop a complete and accurate résumé."

In that case, it would be more appropriate for you to begin the introduction with an anecdote about a student who didn't get called for an interview because the résumé he/she sent the prospective employer left out some crucial information. This incident is more to the point and can help you gain the students' attention. It can also get students to think about the need to avoid making a similar mistake themselves.

After gaining the interest of your students, you will have set the stage for a brief, clear statement of the lesson objectives and an overview of what the students will be doing during the lesson. It is important that students have this information before beginning a lesson.

Students not only **need** but have a **right** to know (1) exactly what is expected of them, (2) why they are being asked to perform certain activities, (3) how they should proceed, and (4) how they will know when they have achieved the objectives. Under these conditions they will be more likely to achieve the lesson objectives. In addition, they will not feel that the teacher has some "hidden agenda" that they must discover if they are to be successful.



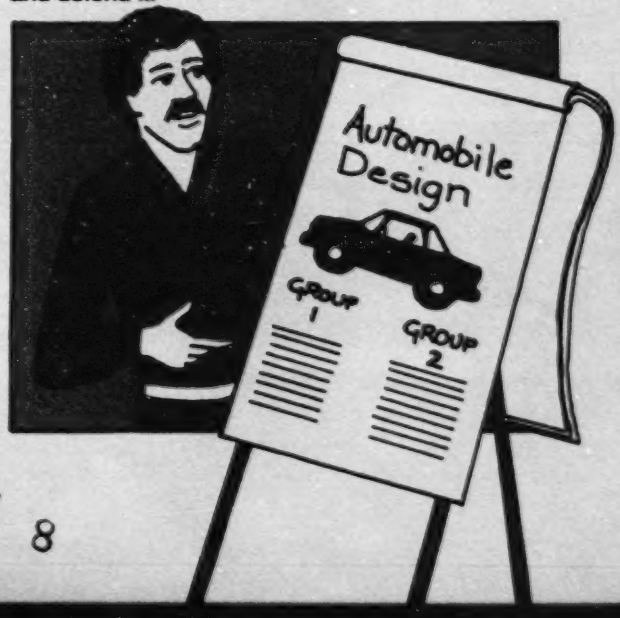
Obviously, the introduction should grow out of your lesson plan for the day, so no one formula for introducing a lesson can be given. If the lesson is at the beginning of a unit entitled "Getting a Job," for example, you might not need to spend a great deal of time relating this lesson to past classroom activities.[1] However, you would need to provide a clear transition from the previous unit.

On the other hand, if the lesson overlaps with the previous day's activities or if students have been working eagerly on a particular project for several days, the motivational devices might be unnecessary, but the "look backward" and "look ahead" might need to be stressed.

The classroom **situation,** in other words, has an impact on how you will introduce each lesson. The introduction, like the lesson plan of which it is an integral part, should reflect your understanding of the needs, interests, and abilities of your students, your grasp of who and where they are.[2]

The introduction that worked beautifully in one class may fail to motivate another class. One class may respond well to strictly verbal explanations; another may need to see a chart, picture, or real object to fully understand a point you are trying to make.

It is often advisable to involve students in the introduction to the lesson. For example, you could ask a student to share with the class a personal experience related to the lesson objectives. However, in some situations this may be unnecessary. Consider the following example. In introducing a lesson, you tell your students they will be working in buzz groups on possible solutions to an automotive design problem. Then, you state that the objective of the exercise is for the members of each group to evaluate the alternatives, present their solution to the class, and defend it.



1. To gain skill in developing a unit of instruction, you may wish to refer to Module B–3, *Develop a Unit of Instruction.*

2. To gain skill in determining the needs and interests of your students, you may wish to refer to Module B–1, *Determine Needs and Interests of Students.*

In that case, beyond asking if there are any questions, spending time involving students in your introduction to the lesson may be unnecessary. Of course, if there are questions or confused looks, then you and your students have more work to do before the objective of the lesson can be accomplished.

Introducing a lesson, then, has two major purposes: (1) orienting your students to the objectives of the lesson, and (2) getting and holding your students' attention. There is no one method for organizing the lesson introduction, but a good, complete introduction should include the following components:

- A specific statement of what the student performance objectives of the lesson are
- A number of opportunities for student response and participation
- An explanation of why the objectives are important in terms of student needs
- An explanation of how the students will proceed in accomplishing the objectives—what they will do; what is expected of them
- An explanation of how the lesson relates to past classroom activities or to the students' prior knowledge or experience.
- A statement of how the students will know when they have achieved the objectives
- A plan to use instructional aids such as real objects, models, chalkboard, charts, if appropriate

The way you introduce your lesson sets the tone for the entire class period. Careful planning will help to ensure that the introduction will whet students' appetites for what is ahead. However, more than careful planning is required if your introduction is to gain maximum student interest in the lesson. You should support your planning efforts with your **own** enthusiasm. During your introduction, you should show your students that **you** are interested in and enthusiastic about what they will soon be learning. Then you can feel confident that you have presented a good introduction.

The following items check your comprehension of the material in the information sheet, Introducing a Lesson, pp. 6–8. Each of the five items requires a short essay-type response. Please explain fully, but briefly, and make sure you respond to all parts of each item.

SELF-CHECK

1. What are the major purposes of the lesson introduction?

2. If a teacher makes a specific statement of what the objectives of the lesson are, has he/she "oriented students to the objectives of the lesson"? Why or why not?

3. Critique the statement, "It doesn't matter what the teacher says or does to get students' attention, so long as he/she gets it."

4. Explain why a lesson introduction may need to be revised for different classes.

5. Why is it important that students know what will be expected of them during a lesson?

Compare your written responses to the self-check items with the model answers given below. Your responses need not exactly duplicate the model responses; however, you should have covered the same **major** points.

MODEL ANSWERS

1. The major purposes of the lesson introduction are to (1) orient students to the objectives of the lesson and (2) get and hold students' attention.
2. Orienting students to the objectives of the lesson involves more than stating the objectives, although this is, of course, essential. Students need to know why the objectives are important to them, how the objectives relate to their past classroom activities or prior experience, and what they will be doing during the lesson to accomplish the objectives.
3. One important purpose of the lesson introduction is to get and hold students' attention, yes, but only in order to **focus that attention on the lesson objectives.** If a teacher does or says something funny, startling, or interesting that is unrelated to the lesson objectives, he/she runs the risk of either (1) confusing students (leaving them trying to figure out what they missed), or (2) giving them the impression that, now that the fun is over, it's time to get down to the boring matter at hand.
4. Classroom situations vary, and your lesson (including the lesson introduction) will vary accordingly. Different students have different needs, interests, abilities, and backgrounds, and your total lesson plan should reflect your understanding of these differences. For example, if you decide that the test you used with one class should be modified for another class, the original lesson introduction—in which you explain to your students how they will know when they have accomplished the objectives—will obviously have to be revised.

   The provocative question that excited the interest of one class may leave another (with different interests and backgrounds) blank. The lessons preceding the one you are introducing may not always be the same for different classes. Your explanation in the lesson introduction of how this lesson relates to past classroom activities would thus have to change. And so on.
5. For one thing, students will be more likely to achieve the objectives if they have a clear picture, before beginning work, of what they are supposed to do and how they will know when they are successful. In addition, students will probably be more motivated if they feel that the teacher is working with them to help them achieve the objectives. Announcing what is expected avoids leaving the impression that the teacher is out to trip up the students.

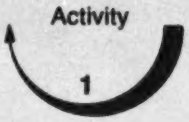
Level of Performance: Your written responses to the self-check items should have covered the same **major** points as the model answers. If you missed some points or have questions about any additional points you made, review the material in the information sheet, Introducing a Lesson, pp. 6–8, or check with your resource person if necessary.

NOTES

Learning Experience II

OVERVIEW

Given two case scripts of teachers introducing lessons, rate the performance of those teachers.



You will be reading the Case Scripts, pp. 14–15.

You will be rating the performance of the two teachers described in the Case Scripts, using copies of the Introduction Checklist, pp. 17–18.

You will be evaluating your competency in rating the teachers' performance in introducing lessons by comparing your ratings with the Model Ratings, pp. 19–20.

You may wish to observe a teacher experienced in introducing lessons.

You may wish to view a locally produced videotape of a teacher introducing a lesson and to critique that teacher's performance.

The following case scripts present lesson introductions made by two different teachers. The first teacher presents an introduction to a lesson on manicures; the second teacher presents an introduction to a lesson on nails. With the criteria for a good lesson introduction in mind, read both of the case scripts.

CASE SCRIPTS

Case Script 1:

Mrs. Watkins:

Good morning, class. Are you all settled and ready to go to work? Would you please take out your information sheets on good grooming?

Students shuffle papers for a few seconds and then the room becomes quiet.

We have been talking about the importance of good grooming for more than a week now, and you have been studying from your information sheets. Today, we're going to finish up this unit.

Mrs. Watkins points to a chart on the wall.

We also have been learning from this chart called "Good Looks of Good Grooming." We talked about care of the hair, face, and teeth. We talked about keeping your body clean, taking care of your clothing, and using good posture. The last part, which we'll cover today, is care of the hands. What do we call a beauty treatment for the hands?

Irving Roth:

A manicure.

Mrs. Watkins:

That's right, Irving, a manicure. When you go to a barber shop or hair salon and ask to have someone do your nails, it's usually going to cost a lot of money. You might pay five dollars in an average shop and even more if you go to a really exclusive shop.

I have a better answer to hand care. Let's go through the basic steps listed on page six in your information sheets and here on the chart. I'll show you that it doesn't take much time to manicure your nails at home and that it doesn't cost very much money.

Mrs. Watkins picks up chalk and prepares to write on the chalkboard.

Let's call this lesson, "Look at Your Nails," because other people do look at your nails. Look at your nails. Are you satisfied with the way they look?

Julie Brickman:

No!

Class laughter

Mrs. Watkins:

What do you think you can do about it? Do you think you can practice some of these steps? Well, let's go through these steps and see if we can learn how to do them.

Case Script 2:

Mr. Yamahura:

Hi, kids. Glad to see that I have a full house this afternoon. I wanted to see all your shining faces because today we're going to discuss a couple of differences in our little friends, the nails. Now, I'll bet you're all thinking, "Nails? Why in the world are you going to talk about them?"

Muffled student laughter

Perhaps you are thinking, "I don't even know what the differences between nails are. A nail is a nail."

Mr. Yamahura holds up four nails.

These look pretty much alike, don't they? They all have a head at one end and a point at the other end. I'll bet you can't see much difference between these nails. Let me find some different ones.

Mr. Yamahura sorts through a pile of nails on his desk, picks one up, and holds it up for the students to see.

Here, now. This one looks like a horse of a different color, doesn't it? We wouldn't want to repair our kitchen table with this, would we? We'd have a fine mess, wouldn't we? By the same token, can you imagine the mess we'd create if we used this type of nail to hold together the foundation of a house? The first time a fall wind came whipping down the street, the house would be lying in little pieces all over the ground. Let's take some time out here, look at a couple of these things, and try to decide what the differences are. If there are differences, maybe we can come up with a reason for those differences.

Mr. Yamahura sits down.

Let's see, how are we going to go about finding these differences? Well, we could probably read some books, but we don't have the time. We could go down the street and talk to Carl, your friendly carpenter man, about his 20 years of experience. But then, of course, that would give us only one person's opinion.

So, I think maybe we'd better just take a look at some of these nails ourselves and see if we can come up with the differences.

Mr. Yamahura holds up a nail.

Take a look at this nail . . . .

Rate the performance of the two teachers described in the case scripts, using copies of the Introduction Checklist, pp. 17–18.

NOTES

INTRODUCTION CHECKLIST

Directions: Place an X in the NO, PARTIAL, or FULL box to indicate that each of the following performance components was not accomplished, partially accomplished, or fully accomplished. If, because of special circumstances, a performance component was not applicable, or impossible to execute, place an X in the N/A box.

Name _____

Date _____

Resource Person _____

	LEVEL OF PERFORMANCE			
	N/A	No	Partial	Full
In the introduction, the teacher:				
1. stated specifically what the objective of the lesson was in terms of student behavior. (For example, did the teacher tell the students that they would be able to do things, such as bend, adjust, shape, test, solve, contrast?)	☐	☐	☐	☐
2. stated **why** the objective was important in terms of student needs. (For example, did the teacher state that the objective was important for the students to learn because of safety reasons, a future job, greater skill development?)	☐	☐	☐	☐
3. stated **how** the students would proceed in accomplishing the objective of the lesson. (For example, did the teacher state what the students were to do in order to meet the objective of the lesson, such as read certain material, practice using certain tools, solve certain problems?)	☐	☐	☐	☐
4. related the lesson to students' prior knowledge or experience. (For example, did the teacher motivate the students by examples, illustrations, questions, or stories related to their backgrounds?)	☐	☐	☐	☐
5. reacted favorably to students' questions, answers, and comments. (For example, did the teacher listen, pay attention, respond agreeably?)	☐	☐	☐	☐
6. provided opportunity for students' responses and participation. (For example, did the teacher allow the students to ask questions, make comments, or enter into class activities?)	☐	☐	☐	☐
7. stated how the students would know when they had achieved the objective of the lesson. (For example, did the teacher state the criteria to be used in evaluating the students' achievement?)	☐	☐	☐	☐
8. expressed enthusiasm in the lesson. (For example, did the teacher use speech and physical gestures to communicate enthusiasm to the students?)	☐	☐	☐	☐
9. used instructional aids. (For example, did the teacher use real objects, models, chalkboard, charts?)	☐	☐	☐	☐
10. used motivational and/or attention-getting devices. (For example, did the teacher tell a related story, present background information, ask a provocative question, or make a startling statement?)	☐	☐	☐	☐

INTRODUCTION CHECKLIST

Directions: Place an X in the NO, PARTIAL, or FULL box to indicate that each of the following performance components was not accomplished, partially accomplished, or fully accomplished. If, because of special circumstances, a performance component was not applicable, or impossible to execute, place an X in the N/A box.

Name _____

Date _____

Resource Person _____

LEVEL OF PERFORMANCE

In the introduction, the teacher:	N/A	No	Partial	Full
1. stated specifically what the objective of the lesson was in terms of student behavior. (For example, did the teacher tell the students that they would be able to do things, such as bend, adjust, shape, test, solve, contrast?)	☐	☐	☐	☐
2. stated **why** the objective was important in terms of student needs. (For example, did the teacher state that the objective was important for the students to learn because of safety reasons, a future job, greater skill development?)	☐	☐	☐	☐
3. stated **how** the students would proceed in accomplishing the objective of the lesson. (For example, did the teacher state what the students were to do in order to meet the objective of the lesson, such as read certain material, practice using certain tools, solve certain problems?)	☐	☐	☐	☐
4. related the lesson to students' prior knowledge or experience. (For example, did the teacher motivate the students by examples, illustrations, questions, or stories related to their backgrounds?)	☐	☐	☐	☐
5. reacted favorably to students' questions, answers, and comments. (For example, did the teacher listen, pay attention, respond agreeably?)	☐	☐	☐	☐
6. provided opportunity for students' responses and participation. (For example, did the teacher allow the students to ask questions, make comments, or enter into class activities?)	☐	☐	☐	☐
7. stated how the students would know when they had achieved the objective of the lesson. (For example, did the teacher state the criteria to be used in evaluating the students' achievement?)	☐	☐	☐	☐
8. expressed enthusiasm in the lesson. (For example, did the teacher use speech and physical gestures to communicate enthusiasm to the students?)	☐	☐	☐	☐
9. used instructional aids. (For example, did the teacher use real objects, models, chalkboard, charts?)	☐	☐	☐	☐
10. used motivational and/or attention-getting devices. (For example, did the teacher tell a related story, present background information, ask a provocative question, or make a startling statement?)	☐	☐	☐	☐

Compare your ratings of the teachers' performance with the model ratings given below. Your ratings should exactly duplicate the model ratings.

MODEL RATINGS

	ITEM	RATING	COMMENT
Case Script 1:	1	Full	Stated objective clearly (to learn the basic steps in a manicure and how the manicure can be done at home in a short time).
	2	Full	Related the lesson to student needs (students can reduce expenses by doing own manicure).
	3	Full	Indicated clearly the steps they would follow.
	4	Full	Related the lesson to previous material covered.
	5	Full	Reacted positively.
	6	Full	Asked questions; gave opportunity for student reaction.
	7	No	Didn't indicate what students would ultimately be expected to do or how they would be evaluated.
	8	Partial	Showed little enthusiasm, but made up for it by excellent organization of materials.
	9	Full	Used charts, chalkboard; these devices were appropriate for material being presented.
	10	Full	Related study to student needs (own personal appearance); used provocative question (are you satisfied); pointed out the cost of hiring a manicurist.
Case Script 2:	1	Partial	Stated objective (to recognize the differences between various nails), but in a very confusing, disorganized manner.
	2	Partial	Mentioned building a house or table, but this was not convincing in terms of real student needs.
	3	Partial	Indicated that the class would look at differences in nails but was not specific.
	4	No	Didn't really tie the lesson to students' prior knowledge and experience in any way.
	5	Partial	Provided no real breaks in presentation to allow for student participation.
	6	Partial	Didn't really give students the chance to react; they were talked at, even when seemingly being asked.
	7	No	Didn't indicate what students would ultimately be expected to do or how they would be evaluated.
	8	Partial	Used folksy, friendly approach, which seemed to be covering up a lack of planning; too much showmanship, too little organization.

9	Partial	Used real objects (nails), which was not the best choice in this case; chart or large model would be more effective.
10	Partial	Presented some background information on use of nails; raised some questions; used real objects.

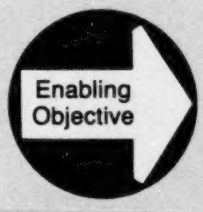
Level of Performance: Your ratings of each teacher's performance should have exactly duplicated the model ratings. If any of your checklist responses were not consistent with the model ratings and the comments provided do not satisfy you, check with your resource person for clarification.

You may wish to arrange through your resource person to observe a teacher skilled in making lesson introductions. During your visit, observe what procedures and techniques this teacher uses in introducing a lesson. You might also wish to discuss with the teacher how he/she plans the introductions.

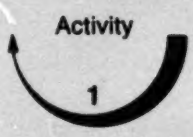
Your institution may have available videotapes showing examples of teachers introducing lessons. If so, you may wish to view one or more of these videotapes. You might also choose to critique the performance of each teacher in introducing a lesson, using the criteria provided in this module or critique forms or checklists provided by your resource person.

Learning Experience III

OVERVIEW



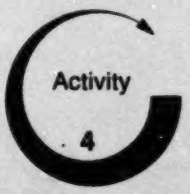
In a simulated classroom or laboratory situation, introduce a lesson.



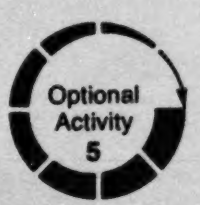
You will be selecting an objective in your occupational specialty and selecting, modifying, or developing a lesson plan designed to achieve that objective, giving particular attention to the lesson's introduction.

You may wish to have your resource person review the adequacy of your plan.

You will be selecting, obtaining, or preparing the materials needed for your presentation.



You will be presenting the lesson to a group of peers or to your resource person.



You may wish to record your presentation on videotape for self-evaluation purposes.

Your competency in introducing a lesson will be evaluated by your peers or by your resource person, using copies of the Introduction Checklist, pp. 25–36.

If you videotape your presentation, you may wish to evaluate your own performance, using a copy of the Introduction Checklist, pp. 25–36.

Select a student performance objective in your occupational specialty. For the purposes of this activity, it would be helpful to limit your selection to an objective that would normally require 15–30 minutes to achieve in a lesson.

Develop a detailed lesson plan for achieving the objective you have selected or modify or revise an existing plan. Give special attention to the lesson's introduction (you may want to write out your introduction in its entirety, since this is the main focus of your practice in this module).

You may wish to have your resource person review the adequacy of your plan. He/she could use the Teacher Performance Assessment Form in Module B–4, *Develop a Lesson Plan*, as a guide.

Based on your lesson plan, select, obtain, or prepare the materials you will need to make your presentation.

In a simulated classroom or laboratory situation, present your lesson to a group of two to five peers. These peers will serve two functions: (1) they will role-play the students to whom you are presenting your lesson, and (2) they will evaluate your performance in introducing a lesson. If peers are not available to you, you may present your lesson to your resource person.

If you wish to self-evaluate, you may record your performance on videotape so you may view your own presentation at a later time.

Multiple copies of the Introduction Checklist are provided in this learning experience, pp. 25–36. Give a copy to each peer or to your resource person before making your presentation in order to ensure that each knows what to look for in your introduction. However, indicate that, during the lesson, all attention is to be directed toward you and that the checklists are to be completed **after** the lesson is finished.

If you videotaped your lesson, you may wish to self-evaluate using a copy of the Introduction Checklist, pp. 25–36.

NOTES

INTRODUCTION CHECKLIST

Directions: Place an X in the NO, PARTIAL, or FULL box to indicate that each of the following performance components was not accomplished, partially accomplished, or fully accomplished. If, because of special circumstances, a performance component was not applicable, or impossible to execute, place an X in the N/A box.

Name _____

Date _____

Resource Person _____

	LEVEL OF PERFORMANCE			
	N/A	No	Partial	Full
In the introduction, the teacher:				
1. stated specifically what the objectives of the lesson were in terms of student behavior. (For example, did the teacher tell the students that they would be able to do things, such as bend, adjust, shape, test, solve, contrast?)	☐	☐	☐	☐
2. stated **why** the objectives were important in terms of student needs. (For example, did the teacher state that the objective was important for the students to learn because of safety reasons, a future job, greater skill development?)	☐	☐	☐	☐
3. stated **how** the students would proceed in accomplishing the objectives of the lesson. (For example, did the teacher state what the students were to do in order to meet the objectives of the lesson, such as read certain material, practice using certain tools, solve certain problems?)	☐	☐	☐	☐
4. related the lesson to students' prior knowledge or experience. (For example, did the teacher motivate the students by examples, illustrations, questions, or stories related to their backgrounds?)	☐	☐	☐	☐
5. reacted favorably to students' questions, answers, and comments. (For example, did the teacher listen, pay attention, respond agreeably?)	☐	☐	☐	☐
6. provided opportunity for students' responses and participation. (For example, did the teacher allow the students to ask questions, make comments, or enter into class activities?)	☐	☐	☐	☐
7. stated how the students would know when they had achieved the objectives of the lesson. (For example, did the teacher state the criteria to be used in evaluating the students' achievement?)	☐	☐	☐	☐
8. expressed enthusiasm in the lesson. (For example, did the teacher use speech and physical gestures to communicate enthusiasm to the class?)	☐	☐	☐	☐
9. used instructional aids. (For example, did the teacher use real objects, models, chalkboard, charts?)	☐	☐	☐	☐

	N/A	No	Partial	Full
10. used motivational and/or attention-getting devices. (For example, did the teacher tell a related story, present background information, ask a provocative question, or make a startling statement?)	☐	☐	☐	☐

Level of Performance: All items must receive FULL or N/A responses. If any item receives a NO or PARTIAL response, the teacher and resource person should meet to determine what additional activities the teacher needs to complete in order to reach competency in the weak area(s).

INTRODUCTION CHECKLIST

Directions: Place an X in the NO, PARTIAL, or FULL box to indicate that each of the following performance components was not accomplished, partially accomplished, or fully accomplished. If, because of special circumstances, a performance component was not applicable, or impossible to execute, place an X in the N/A box.

Name _____

Date _____

Resource Person _____

LEVEL OF PERFORMANCE

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In the introduction, the teacher:				
1. stated specifically what the objectives of the lesson were in terms of student behavior. (For example, did the teacher tell the students that they would be able to do things, such as bend, adjust, shape, test, solve, contrast?)	☐	☐	☐	☐
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4. related the lesson to students' prior knowledge or experience. (For example, did the teacher motivate the students by examples, illustrations, questions, or stories related to their backgrounds?)	☐	☐	☐	☐
5. reacted favorably to students' questions, answers, and comments. (For example, did the teacher listen, pay attention, respond agreeably?)	☐	☐	☐	☐
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8. expressed enthusiasm in the lesson. (For example, did the teacher use speech and physical gestures to communicate enthusiasm to the class?)	☐	☐	☐	☐
9. used instructional aids. (For example, did the teacher use real objects, models, chalkboard, charts?)	☐	☐	☐	☐

	N/A	No	Partial	Full
10. used motivational and/or attention-getting devices. (For example, did the teacher tell a related story, present background information, ask a provocative question, or make a startling statement?)	☐	☐	☐	☐

Level of Performance: All items must receive FULL or N/A responses. If any item receives a NO or PARTIAL response, the teacher and resource person should meet to determine what additional activities the teacher needs to complete in order to reach competency in the weak area(s).

INTRODUCTION CHECKLIST

Directions: Place an X in the NO, PARTIAL, or FULL box to indicate that each of the following performance components was not accomplished, partially accomplished, or fully accomplished. If, because of special circumstances, a performance component was not applicable, or impossible to execute, place an X in the N/A box.

Name _____

Date _____

Resource Person _____

LEVEL OF PERFORMANCE

	N/A	No	Partial	Full
In the introduction, the teacher:				
1. stated specifically what the objectives of the lesson were in terms of student behavior. (For example, did the teacher tell the students that they would be able to do things, such as bend, adjust, shape, test, solve, contrast?)	☐	☐	☐	☐
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5. reacted favorably to students' questions, answers, and comments. (For example, did the teacher listen, pay attention, respond agreeably?)	☐	☐	☐	☐
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9. used instructional aids. (For example, did the teacher use real objects, models, chalkboard, charts?)	☐	☐	☐	☐

	N/A	No	Partial	Full
10. used motivational and/or attention-getting devices. (For example, did the teacher tell a related story, present background information, ask a provocative question, or make a startling statement?)	☐	☐	☐	■

Level of Performance: All items must receive FULL or N/A responses. If any item receives a NO or PARTIAL response, the teacher and resource person should meet to determine what additional activities the teacher needs to complete in order to reach competency in the weak area(s).

INTRODUCTION CHECKLIST

Directions: Place an X in the NO, PARTIAL, or FULL box to indicate that each of the following performance components was not accomplished, partially accomplished, or fully accomplished. If, because of special circumstances, a performance component was not applicable, or impossible to execute, place an X in the N/A box.

Name _____

Date _____

Resource Person _____

LEVEL OF PERFORMANCE

In the introduction, the teacher:	N/A	No	Partial	Full
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8. expressed enthusiasm in the lesson. (For example, did the teacher use speech and physical gestures to communicate enthusiasm to the class?)	☐	☐	☐	☐
9. used instructional aids. (For example, did the teacher use real objects, models, chalkboard, charts?)	☐	☐	☐	☐

	N/A	No	Partial	Full
10. used motivational and/or attention-getting devices. (For example, did the teacher tell a related story, present background information, ask a provocative question, or make a startling statement?)	☐	☐	☐	☐

Level of Performance: All items must receive FULL or N/A responses. If any item receives a NO or PARTIAL response, the teacher and resource person should meet to determine what additional activities the teacher needs to complete in order to reach competency in the weak area(s).

INTRODUCTION CHECKLIST

Directions: Place an X in the NO, PARTIAL, or FULL box to indicate that each of the following performance components was not accomplished, partially accomplished, or fully accomplished. If, because of special circumstances, a performance component was not applicable, or impossible to execute, place an X in the N/A box.

Name _____

Date _____

Resource Person _____

LEVEL OF PERFORMANCE

In the introduction, the teacher:	N/A	No	Partial	Full
1. stated specifically what the objectives of the lesson were in terms of student behavior. (For example, did the teacher tell the students that they would be able to do things, such as bend, adjust, shape, test, solve, contrast?)	☐	☐	☐	☐
2. stated **why** the objectives were important in terms of student needs. (For example, did the teacher state that the objective was important for the students to learn because of safety reasons, a future job, greater skill development?)	☐	☐	☐	☐
3. stated **how** the students would proceed in accomplishing the objectives of the lesson. (For example, did the teacher state what the students were to do in order to meet the objectives of the lesson, such as read certain material, practice using certain tools, solve certain problems?)	☐	☐	☐	☐
4. related the lesson to students' prior knowledge or experience. (For example, did the teacher motivate the students by examples, illustrations, questions, or stories related to their backgrounds?)	☐	☐	☐	☐
5. reacted favorably to students' questions, answers, and comments. (For example, did the teacher listen, pay attention, respond agreeably?)	☐	☐	☐	☐
6. provided opportunity for students' responses and participation. (For example, did the teacher allow the students to ask questions, make comments, or enter into class activities?)	☐	☐	☐	☐
7. stated how the students would know when they had achieved the objectives of the lesson. (For example, did the teacher state the criteria to be used in evaluating the students' achievement?)	☐	☐	☐	☐
8. expressed enthusiasm in the lesson. (For example, did the teacher use speech and physical gestures to communicate enthusiasm to the class?)	☐	☐	☐	☐
9. used instructional aids. (For example, did the teacher use real objects, models, chalkboard, charts?)	☐	☐	☐	☐

	N/A	No	Partial	Full
10. used motivational and/or attention-getting devices. (For example, did the teacher tell a related story, present background information, ask a provocative question, or make a startling statement?)	☐	☐	☐	■

Level of Performance: All items must receive FULL or N/A responses. If any item receives a NO or PARTIAL response, the teacher and resource person should meet to determine what additional activities the teacher needs to complete in order to reach competency in the weak area(s).

INTRODUCTION CHECKLIST

Directions: Place an X in the NO, PARTIAL, or FULL box to indicate that each of the following performance components was not accomplished, partially accomplished, or fully accomplished. If, because of special circumstances, a performance component was not applicable, or impossible to execute, place an X in the N/A box.

Name _____

Date _____

Resource Person _____

LEVEL OF PERFORMANCE

	N/A	No	Partial	Full
In the introduction, the teacher:				
1. stated specifically what the objectives of the lesson were in terms of student behavior. (For example, did the teacher tell the students that they would be able to do things, such as bend, adjust, shape, test, solve, contrast?)	☐	☐	☐	☐
2. stated **why** the objectives were important in terms of student needs. (For example, did the teacher state that the objective was important for the students to learn because of safety reasons, a future job, greater skill development?)	☐	☐	☐	☐
3. stated **how** the students would proceed in accomplishing the objectives of the lesson. (For example, did the teacher state what the students were to do in order to meet the objectives of the lesson, such as read certain material, practice using certain tools, solve certain problems?)	☐	☐	☐	☐
4. related the lesson to students' prior knowledge or experience. (For example, did the teacher motivate the students by examples, illustrations, questions, or stories related to their backgrounds?)	☐	☐	☐	☐
5. reacted favorably to students' questions, answers, and comments. (For example, did the teacher listen, pay attention, respond agreeably?)	☐	☐	☐	☐
6. provided opportunity for students' responses and participation. (For example, did the teacher allow the students to ask questions, make comments, or enter into class activities?)	☐	☐	☐	☐
7. stated how the students would know when they had achieved the objectives of the lesson. (For example, did the teacher state the criteria to be used in evaluating the students' achievement?)	☐	☐	☐	☐
8. expressed enthusiasm in the lesson. (For example, did the teacher use speech and physical gestures to communicate enthusiasm to the class?)	☐	☐	☐	☐
9. used instructional aids. (For example, did the teacher use real objects, models, chalkboard, charts?)	☐	☐	☐	☐

	N/A	No	Partial	Full
10. used motivational and/or attention-getting devices. (For example, did the teacher tell a related story, present background information, ask a provocative question, or make a startling statement?)	☐	☐	☐	☐

Level of Performance: All items must receive FULL or N/A responses. If any item receives a NO or PARTIAL response, the teacher and resource person should meet to determine what additional activities the teacher needs to complete in order to reach competency in the weak area(s).

Learning Experience IV

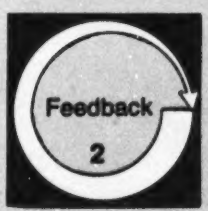
FINAL EXPERIENCE

In an **actual teaching situation,*** introduce a lesson.

Introduce a lesson to a class you are responsible for teaching. This will include—

- selecting one or more objectives from your occupational specialty
- selecting, modifying, or developing a detailed lesson plan for accomplishing the objectives
- paying special attention to the development of a lesson introduction
- selecting materials, if needed, to support that introduction
- presenting your lesson to the class

NOTE: Your resource person may want you to submit your written lesson plan to him/her for evaluation before you present your lesson. It may be helpful for your resource person to use the TPAF from Module B–4, *Develop a Lesson Plan*, to guide his/her evaluation.



Arrange in advance to have your resource person observe your presentation.

Your total competency will be assessed by your resource person, using the Teacher Performance Assessment Form, p. 39.

Based upon the criteria specified in this assessment instrument, your resource person will determine whether you are competent in introducing a lesson.

*For a definition of "actual teaching situation," see the inside back cover.

NOTES

TEACHER PERFORMANCE ASSESSMENT FORM

Introduce a Lesson (C–10)

Name _____

Date _____

Resource Person _____

Directions: Indicate the level of the teacher's accomplishment by placing an X in the appropriate box under the LEVEL OF PERFORMANCE heading. If, because of special circumstances, a performance component was not applicable, or impossible to execute, place an X in the N/A box.

LEVEL OF PERFORMANCE

	N/A	None	Poor	Fair	Good	Excellent
During the introduction, the teacher:						
1. stated specifically what the objectives of the lesson were in terms of student behavior	☐	☐	☐	☐	☐	☐
2. explained why the objectives were important in terms of student needs	☐	☐	☐	☐	☐	☐
3. identified what the students would need to do in order to accomplish the objectives	☐	☐	☐	☐	☐	☐
4. related the lesson to past classroom activities or to students' prior knowledge or experience	☐	☐	☐	☐	☐	☐
5. explained how the students would know when they had achieved the objectives	☐	☐	☐	☐	☐	☐
6. used motivational and/or attention-getting devices	☐	☐	☐	☐	☐	☐
7. provided opportunity for students' responses and participation	☐	☐	☐	☐	☐	☐
8. reacted favorably to students' questions, answers, and comments	☐	☐	☐	☐	☐	☐
9. used instructional aids	☐	☐	☐	☐	☐	☐
10. was enthusiastic	☐	☐	☐	☐	☐	☐

Level of Performance: All items must receive N/A, GOOD or EXCELLENT responses. If any item receives a NONE, POOR, or FAIR response, the teacher and resource person should meet to determine what additional activities the teacher needs to complete in order to reach competency in the weak area(s).

NOTES

ABOUT USING THE NATIONAL CENTER'S PBTE MODULES

Organization

Each module is designed to help you gain competency in a particular skill area considered important to teaching success. A module is made up of a series of learning experiences, some providing background information, some providing practice experiences, and others combining these two functions. Completing these experiences should **enable** you to achieve the **terminal** objective in the final learning experience. The final experience in each module always requires you to demonstrate the skill in an actual teaching situation when you are an intern, a student teacher, an inservice teacher, or occupational trainer.

Procedures

Modules are designed to allow you to individualize your teacher education program. You need to take only those modules covering skills that you do not already possess. Similarly, you need not complete any learning experience within a module if you already have the skill needed to complete it. Therefore, before taking any module, you should carefully review (1) the introduction, (2) the objectives listed on p. 4, (3) the overviews preceding each learning experience, and (4) the final experience. After comparing your present needs and competencies with the information you have read in these sections, you should be ready to make one of the following decisions:

- That you do not have the competencies indicated and should complete the entire module
- That you are competent in one or more of the enabling objectives leading to the final learning experience and, thus, can omit those learning experiences
- That you are already competent in this area and are ready to complete the final learning experience in order to "test out"
- That the module is inappropriate to your needs at this time

When you are ready to complete the final learning experience **and** have access to an actual teaching situation, make the necessary arrangements with your resource person. If you do not complete the final experience successfully, meet with your resource person and arrange to (1) repeat the experience or (2) complete (or review) previous sections of the module or other related activities suggested by your resource person before attempting to repeat the final experience.

Options for recycling are also available in each of the learning experiences preceding the final experience. Any time you do not meet the minimum level of performance required to meet an objective, you and your resource person may meet to select activities to help you reach competency. This could involve (1) completing parts of the module previously skipped, (2) repeating activities, (3) reading supplementary resources or completing additional activities suggested by the resource person, (4) designing your own learning experience, or (5) completing some other activity suggested by you or your resource person.

Terminology

Actual Teaching Situation: A situation in which you are actually working with and responsible for teaching secondary or postsecondary vocational students or other occupational trainees. An intern, a student teacher, an inservice teacher, or other occupational trainer would be functioning in an actual teaching situation. If you do **not** have access to an actual teaching situation when you are taking the module, you can complete the module **up to** the final learning experience. You would then complete the final learning experience later (i.e., when you have access to an actual teaching situation).

Alternate Activity or Feedback: An item that may **substitute** for required items that, due to special circumstances, you are unable to complete.

Occupational Specialty: A specific area of preparation within a vocational service area (e.g., the service area Trade and Industrial Education includes occupational specialties such as automobile mechanics, welding, and electricity.

Optional Activity or Feedback: An item that is not required but that is designed to **supplement** and enrich the required items in a learning experience.

Resource Person: The person in charge of your educational program (e.g., the professor, instructor, administrator, instructional supervisor, cooperating/supervising/classroom teacher, or training supervisor who is guiding you in completing this module).

Student: The person who is receiving occupational instruction in a secondary, postsecondary, or other training program.

Vocational Service Area: A major vocational field: agricultural education, business and office education, marketing and distributive education, health occupations education, home economics education, industrial arts education, technical education, or trade and industrial education.

You or the Teacher/Instructor: The person who is completing the module.

Levels of Performance for Final Assessment

N/A: The criterion was not met because it was **not applicable** to the situation.

None: No attempt was made to meet the criterion, although it was relevant.

Poor: The teacher is unable to perform this skill or has only **very limited ability** to perform it.

Fair: The teacher is unable to perform this skill in an acceptable manner but has **some ability** to perform it.

Good: The teacher is able to perform this skill in an **effective** manner.

Excellent: The teacher is able to perform this skill in a **very effective** manner.

Titles of the National Center's Performance-Based Teacher Education Modules

Category A: Program Planning, Development, and Evaluation

- A-1 Prepare for a Community Survey
- A-2 Conduct a Community Survey
- A-3 Report the Findings of a Community Survey
- A-4 Organize an Occupational Advisory Committee
- A-5 Maintain an Occupational Advisory Committee
- A-6 Develop Program Goals and Objectives
- A-7 Conduct an Occupational Analysis
- A-8 Develop a Course of Study
- A-9 Develop Long-Range Program Plans
- A-10 Conduct a Student Follow-Up Study
- A-11 Evaluate Your Vocational Program

Category B: Instructional Planning

- B-1 Determine Needs and Interests of Students
- B-2 Develop Student Performance Objectives
- B-3 Develop a Unit of Instruction
- B-4 Develop a Lesson Plan
- B-5 Select Student Instructional Materials
- B-6 Prepare Teacher-Made Instructional Materials

Category C: Instructional Execution

- C-1 Direct Field Trips
- C-2 Conduct Group Discussions, Panel Discussions, and Symposiums
- C-3 Employ Brainstorming, Buzz Group, and Question Box Techniques
- C-4 Direct Students in Instructing Other Students
- C-5 Employ Simulation Techniques
- C-6 Guide Student Study
- C-7 Direct Student Laboratory Experience
- C-8 Direct Students in Applying Problem-Solving Techniques
- C-9 Employ the Project Method
- C-10 Introduce a Lesson
- C-11 Summarize a Lesson
- C-12 Employ Oral Questioning Techniques
- C-13 Employ Reinforcement Techniques
- C-14 Provide Instruction for Slower and More Capable Learners
- C-15 Present an Illustrated Talk
- C-16 Demonstrate a Manipulative Skill
- C-17 Demonstrate a Concept or Principle
- C-18 Individualize Instruction
- C-19 Employ the Team Teaching Approach
- C-20 Use Subject Matter Experts to Present Information
- C-21 Prepare Bulletin Boards and Exhibits
- C-22 Present Information with Models, Real Objects, and Flannel Boards
- C-23 Present Information with Overhead and Opaque Materials
- C-24 Present Information with Filmstrips and Slides
- C-25 Present Information with Films
- C-26 Present Information with Audio Recordings
- C-27 Present Information with Televised and Videotaped Materials
- C-28 Employ Programmed Instruction
- C-29 Present Information with the Chalkboard and Flip Chart
- C-30 Provide for Students' Learning Styles

Category D: Instructional Evaluation

- D-1 Establish Student Performance Criteria
- D-2 Assess Student Performance: Knowledge
- D-3 Assess Student Performance: Attitudes
- D-4 Assess Student Performance: Skills
- D-5 Determine Student Grades
- D-6 Evaluate Your Instructional Effectiveness

Category E: Instructional Management

- E-1 Project Instructional Resource Needs
- E-2 Manage Your Budgeting and Reporting Responsibilities
- E-3 Arrange for Improvement of Your Vocational Facilities
- E-4 Maintain a Filing System
- E-5 Provide for Student Safety
- E-6 Provide for the First Aid Needs of Students
- E-7 Assist Students in Developing Self-Discipline
- E-8 Organize the Vocational Laboratory
- E-9 Manage the Vocational Laboratory
- E-10 Combat Problems of Student Chemical Use

Category F: Guidance

- F-1 Gather Student Data Using Formal Data-Collection Techniques
- F-2 Gather Student Data Through Personal Contacts
- F-3 Use Conferences to Help Meet Student Needs
- F-4 Provide Information on Educational and Career Opportunities
- F-5 Assist Students in Applying for Employment or Further Education

Category G: School–Community Relations

- G-1 Develop a School–Community Relations Plan for Your Vocational Program
- G-2 Give Presentations to Promote Your Vocational Program
- G-3 Develop Brochures to Promote Your Vocational Program
- G-4 Prepare Displays to Promote Your Vocational Program
- G-5 Prepare News Releases and Articles Concerning Your Vocational Program
- G-6 Arrange for Television and Radio Presentations Concerning Your Vocational Program
- G-7 Conduct an Open House
- G-8 Work with Members of the Community
- G-9 Work with State and Local Educators
- G-10 Obtain Feedback about Your Vocational Program

Category H: Vocational Student Organization

- H-1 Develop a Personal Philosophy Concerning Vocational Student Organizations
- H-2 Establish a Vocational Student Organization
- H-3 Prepare Vocational Student Organization Members for Leadership Roles
- H-4 Assist Vocational Student Organization Members in Developing and Financing a Yearly Program of Activities
- H-5 Supervise Activities of a Vocational Student Organization
- H-6 Guide Participation in Vocational Student Organization Contests

Category I: Professional Role and Development

- I-1 Keep Up to Date Professionally
- I-2 Serve Your Teaching Profession
- I-3 Develop an Active Personal Philosophy of Education
- I-4 Serve the School and Community
- I-5 Obtain a Suitable Teaching Position
- I-6 Provide Laboratory Experiences for Prospective Teachers
- I-7 Plan the Student Teaching Experience
- I-8 Supervise Student Teachers

Category J: Coordination of Cooperative Education

- J-1 Establish Guidelines for Your Cooperative Vocational Program
- J-2 Manage the Attendance, Transfers, and Terminations of Co-Op Students
- J-3 Enroll Students in Your Co-Op Program
- J-4 Secure Training Stations for Your Co-Op Program
- J-5 Place Co-Op Students on the Job
- J-6 Develop the Training Ability of On-the-Job Instructors
- J-7 Coordinate On-the-Job Instruction
- J-8 Evaluate Co-Op Students' On-the-Job Performance
- J-9 Prepare for Students' Related Instruction
- J-10 Supervise an Employer–Employee Appreciation Event

Category K: Implementing Competency-Based Education (CBE)

- K-1 Prepare Yourself for CBE
- K-2 Organize the Content for a CBE Program
- K-3 Organize Your Class and Lab to Install CBE
- K-4 Provide Instructional Materials for CBE
- K-5 Manage the Daily Routines of Your CBE Program
- K-6 Guide Your Students Through the CBE Program

Category L: Serving Students with Special/Exceptional Needs

- L-1 Prepare Yourself to Serve Exceptional Students
- L-2 Identify and Diagnose Exceptional Students
- L-3 Plan Instruction for Exceptional Students
- L-4 Provide Appropriate Instructional Materials for Exceptional Students
- L-5 Modify the Learning Environment for Exceptional Students
- L-6 Promote Peer Acceptance of Exceptional Students
- L-7 Use Instructional Techniques to Meet the Needs of Exceptional Students
- L-8 Improve Your Communication Skills
- L-9 Assess the Progress of Exceptional Students
- L-10 Counsel Exceptional Students with Personal–Social Problems
- L-11 Assist Exceptional Students in Developing Career Planning Skills
- L-12 Prepare Exceptional Students for Employability
- L-13 Promote Your Vocational Program with Exceptional Students

Category M: Assisting Students in Improving Their Basic Skills

- M-1 Assist Students in Achieving Basic Reading Skills
- M-2 Assist Students in Developing Technical Reading Skills
- M-3 Assist Students in Improving Their Writing Skills
- M-4 Assist Students in Improving Their Oral Communication Skills
- M-5 Assist Students in Improving Their Math Skills
- M-6 Assist Students in Improving Their Survival Skills

RELATED PUBLICATIONS

Student Guide to Using Performance-Based Teacher Education Materials
Resource Person Guide to Using Performance-Based Teacher Education Materials
Guide to the Implementation of Performance-Based Teacher Education
Performance-Based Teacher Education: The State of the Art, General Education and Vocational Education

For information regarding availability and prices of these materials contact—AAVIM, American Association for Vocational Instructional Materials, 120 Driftmier Engineering Center, University of Georgia, Athens, Georgia 30602, (404) 542-2586

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